

External Review Team (ERT) Report Forms

Office of Federal and State Accountability Division of Accountability



South Carolina
Department of Education

Together, we can.

Revised for School Year 2008–09

School: Brentwood Middle

District: Charleston

Principal: LaWanda Glears

Superintendent: Dr. Nancy McGinley

FOCUSED SCHOOL RENEWAL PLAN (FSRP) 2008–09 School Year of Implementation

Rationale

Provide the rationale for the FSRP goals to be implemented during the 2008–09 school year, along with the expected outcomes.

- **The following information must be included in the rationale:**

- **Summary of demographic information from 2008 School Report Card**

According to the 2007 State of South Carolina Annual School Report Card, Brentwood Middle Schools has a Population of 426 students enrolled as of the first day of PACT testing in grades 6, 7, and 8 grades. Of these Students, 94% socio/economic status qualifies for their participation in the state's subsidized meals Programs. The ethnic distribution of Brentwood Middle School is 68% African American, 15% Hispanic, And 17% Caucasians. The school's Absolute Rating was Unsatisfactory and the Improvement Rating was Unsatisfactory.

Student Profile for 2008/2009 School Year

- Total Student Population for 2008/2009/368 Students
- Average daily attendance rate of students was 91.2%(2007/2008)
- 34 Students attending programs in other schools (excluding no child left behind)
- (22 Murray Hill, 03 MUSC STAR)
- 2 expulsions for violent/criminal offenses
- 1.7% qualifies for Gifted and Talented Services
- 13.9% have active IEP's

Teacher Profile for 2008/2009 School Year

- 59% hold advanced degrees
- 58.6% returned from the previous year(up from 51% the previous year)
- 62% were continuing contract teachers
- Teacher attendance rate was 94.2%(down from 96.3%)(2007/2008)

School Profile for 2008/2009 School Year

- Brentwood is one of three middle schools located in North Charleston, SC.
- Brentwood Middle School receives 6 graders from five elementary feeder schools
- 2007/2008 School Year was the last year for \$10,000 A/Plus Stipend
-

GROUPS	ELA Performance: P/A% (NCLB Goal: 38.2%)	Difference (Off Goal)	Math Performance P/A% (NCLB Goal: 36.7%)	Difference (Off Goal)
All Students	7.3%	/ 30.9%	10.4%	/26.3%
White	N/AV	N/AV	N/AV	N/AV
African/American	6.2%	/32%	9.7%	/27%
Hispanic	33.3	/4.9%	33.3%	/3.4%
Disabled	0.0	/38.2%	1.9%	/34.8%
ELL	N/AV	N/AV	N/AV	N/AV

As demonstrated by the table above, all performance groups are below the proficiency rates expected by NCLB; however, the most critical areas of need are within the African/American and Disabled student groups.

➤ **Free/reduced lunch (refer to Performance of Student Groups)**

- The school is designated as Title I. As of the 2007 SRC, 400 students received F/R meals (94%).

GROUPS	ELA Performance: P/A% (NCLB Goal: 38.2%)	Difference (Off Goal)	Math Performance/A% (NCLB Goal: 36.7%)	Difference (Off Goal)
All Students	7.3%	/ 30.9%	10.4%	/26.3%
Subsidized Meals	7.2%	/31.0%	10.4%	/26.3%

- Students who receive subsidized meals are more likely than the general population to achieve at a Basic or below level as demonstrated by the table above.

- **Three years of data in chart format with brief explanation of data**

➤ **Test Data (PACT/EOC Exams)**

PACT ENGLISH/LANGUAGE ARTS

Term	Grade	Number Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Meet Standards
2008	6	143	61.5	35.0	3.5		38.5
2007	6	127	66.1	27.6	5.5	0.8	33.9
2006	6	134	73.1	24.6	1.5	0.7	26.9
2008	7	122	54.9	41.8	3.3		45.1
2007	7	133	70.7	27.8	1.5		29.3
2006	7	165	59.4	34.5	6.1		40.6
2008	8	148	64.2	32.4	3.4		35.8
2007	8	171	64.9	29.2	5.8		35.1
2006	8	218	51.8	44	4.1		48.2

PACT MATHEMATICS

Term	Grade	Number Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Meet Standards
2008	6	144	60.4	35.4	3.5		39.6
2007	6	130	53.8	40	6.2		46.2
2006	6	137	61.3	32.8	5.8		38.6
2008	7	123	50.4	43.1	4.1	2.4	49.6
2007	7	133	48.1	49.6	2.3		51.9
2006	7	166	51.8	38.6	7.8	1.8	48.2
2008	8	148	67.6	31.8	0.7		32.4
2007	8	172	70.3	25.6	3.5	0.6	29.7
2006	8	219	65.8	30.1	4.1		34.2

PACT SCIENCE

Term	Grade	Number Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Meet Standards
2008	6	72	88.9	8.3	1.4	1.4	11.1
2007	6	64	87.5	10.9	1.6		12.5
2006	6	142	90.1	9.9			9.9

2008	7	123	67.5	21.1	5.7		32.5
2007	7	133	66.9	31.6	1.5		33.1
2006	7	180	76.7	20	2.2	1.1	23.3
2008	8	75	78.7	18.7	2.7		21.3
2007	8	86	82.6	16.3		1.2	17.4
2006	8	239	79.1	20.5	0.4		20.9

PACT SOCIAL STUDIES

Term	Grade	Number Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Meet Standards
2008	6	71	45.1	33.8	18.3	2.8	54.9
2007	6	65	41.5	49.2	7.7		56.9
2006	6	144	69.4	26.4	3.5	0.7	30.6
2008	7	122	54.9	41.8	3.3		45.1
2007	7	133	75.9	18.8	4.5	0.8	24.1
2006	7	177	76.8	22		1.1	23.1
2008	8	72	76.4	20.8	2.8		23.6
2007	8	86	76.7	23.3			23.3
2006	8	237	76.8	22.4	0.8		23.2

MAP MATH

Term	Grade	Mean RIT	Median	Number & Operation Mean	Algebra Mean	Geometry Mean	Measurement Mean	Data Analysis & Probability Mean
Fall 2007	6	205.3	207	203.0	205.4	209.1	203.6	204.6
Winter 2008	6	205.2	207	202.8	206.3	207.5	202.5	206.2
Fall 2007	7	209.9	210	208.5	209.5	212.8	208.0	210.7
Winter 2008	7	214.7	215	211.6	216.4	216.9	212.9	215.8
Fall 2007	8	217.3	219	216.2	217.5	218.4	215.2	219.6
Winter 2008	8	218.9	221	216.9	220.6	219.2	216.6	221.5

The data revealed that students in grades 6th /8th are having difficulties with Number & Operation, Data Analysis and Probability.

MAP Reading

Term	Grade	Mean RIT	Median	Word Study & Analysis Mean	Literal Comprehension Mean	Interpretive Comprehension Mean	Evaluative Comprehension Mean	Analysis of Text Mean
Fall 2007	6	191.0	194	190.1	189.9	188.5	195.0	190.1
Winter 2008	6	196.4	200	196.0	196.0	195.8	198.2	195.4
Fall 2007	7	199.6	202	199.6	200.4	197.9	201.0	198.8
Winter 2008	7	202.9	204	203.2	202.0	200.4	205.2	203.1
Fall 2007	8	207.3	209	207.2	207.4	206.4	208.2	207.3

Winter 2008	8	208.3	211	207.2	207.7	207.4	209.7	208.9
-------------	---	-------	-----	-------	-------	-------	-------	-------

A review of Reading MAP data reveals that students in grades 6th/ 8th are still having difficulties with Word Study & Analysis and Interpretive and Literal Comprehension.

MAP Language Usage

Term	Grade	Mean RIT	Median	Composing Mean	Composition Structure Mean	Language Convention Mean	Punctuation Mean	Capitalization Mean
Fall 2007	6	193.7	196	192.9	191.1	194.0	195.6	193.8
Winter 2008	6	194.6	198	194.7	193.6	193.6	195.5	194.9
Fall 2007	7	201.1	204	200.9	201.0	201.0	199.5	202.1
Winter 2008	7	204.1	206	204.3	204.1	204.6	203.1	204.6
Fall 2007	8	209.5	211	210.0	210.0	209.5	208.2	209.0
Winter 2008	8	210.2	211	210.7	210.1	210.5	208.6	210.6

A review of Language Usage data reveals that students in grades 6th/8th are having difficulties with Composition Structure and need to focus on Punctuation.

EOC Exam

GROUPS/TESTS	2007 EOC	2006 EOC	2005 EOC
# Students Tested:			
EOC – Algebra I	88.9% Pass Rate	100% Pass Rate	N/A

➤ **Additional data pertinent to your school**

ITEM	2007 SRC	2006 SRC	2005 SRC
Absolute Rating	Unsatisfactory	Unsatisfactory	Unsatisfactory
Improvement Rating	Unsatisfactory	Unsatisfactory	Unsatisfactory

The following information must be included in the rationale:

Summary of process used to develop the FSRP and the persons involved

The school's FSRP planning team consisted of the principal, assistant principals, curriculum specialist, and teacher coaches along with the PPSL. The 2007/2008 goals were reviewed and a determination was made as to which goals were accomplished. All stakeholders were involved in the process to creating the 2008/2009 FSRP plan. The data was examined and discuss with the faculty, staff and FSRP planning team.

The FSRP planning team reviewed the NWEA District Summary Report using the School Winter 2008 data for Reading, Mathematics and Language Arts and also reviewed the 2007 PACT score summary report. Based on the data, the FSRP planning team has decided to focus on the goals listed below. The development and implementation of a school wide Literacy Plan which focuses on reading and writing across the curriculum. One key component of the Literacy Plan will be the implementation of Write Traits across the four content areas. Because the weak strands identified from the 2008 Winter MAP data in Language Usage and Reading aligns with Write Traits, we felt it would be beneficial to include Write Traits in our FSRP. Write Traits focuses on Voice, Organization, Word Choice, Ideas, Sentence Fluency, and Convention. With the implementation of Write Traits we should see improvements in the deficient areas. The FSRP planning team will also implement quarterly benchmark assessment in ELA and Math to assess student performance in targeted deficient areas identified from the Winter 2008 MAP results.

Even though there was need for improvement in Science and Social Studies, the FSRP planning team decided to focus on the more serious deficiencies in the ELA and Mathematics areas of study. We felt that improvement in Reading would automatically transfer over to the content areas of Science and Social Studies. Some of the components of the 2008/2009 initiatives also include content area components that should have an impact on the content areas as well as the core areas of ELA and Mathematics.

By implementing the amount of focus/based classroom observations done by Charleston County School District personnel, Brentwood Middle School Administrators, PPSL, and Brentwood Department Chairpersons teachers instruction should be more focused on areas of weaknesses, then developed to provide quality instruction. We hope to move more teachers to the proficient level of classroom instruction. With this level of directed performance, students should meet or exceed the goal.

How Selected Goals Will Enable Brentwood to Meet Expected Progress

The student achievement goals related to improvement on MAP were selected because the MAP goals are aligned to the state's academic standards in English/Language Arts and Mathematics. Charleston County School District has compile studies correlating students' performance on MAP to performance on PACT exams. Teacher utilizes data from MAP and benchmark testing to set goals for improving students' academic performance. Meeting these goals will help assist students with meeting the PACT scoring categories of Proficient and Advance.

Engaging teachers in meeting expected student progress and having more of Brentwood students move to the level of proficient and advanced is the school ultimate goal. Teacher will be increasing the amount of time spent on engaging students in rigorous, "on/target "instruction and learning. An increase in staff development for teachers, grade level chairperson conducting data analysis on benchmark test, reviewing the results with the teachers, increase visibility of leadership team in classroom, conducting observations that are curriculum based.

The utilization of benchmark assessments in major content areas such as English/Language Arts and Mathematics With an expectation that department chairperson along with their teams will collaboratively do item analysis

And use results to reteach students who have not mastered the content information. This process will allow teachers to identify strengths and deficiencies in instructional practices and potential gaps in instruction and potential gaps in instruction. This process will allow teachers to work together on collaborative time analysis fosters communication among teachers who teach the same subject regarding strategies and curriculum materials used to support achievement and success.

To make sure that the students are engaged at higher cognitive levels, Brentwood Middle School Administrative team will conduct a minimum of 20 observations and provide feedback to teachers. Data from the observations will be used, along with data from the district Administrators' and the PPSL to provide targeted assistance to teachers and professional development tailored to individual teachers and departmental needs.

Focused Student Achievement Goal I: By April 1, 2009 20% of students in grades 6, 7 and 8 will demonstrate a gain of one performance level in Math from Fall 2008 to the Spring 2009 as measured by Measures of Academic Progress (MAP) Math test using the MAP/PACT correlation.

Focused Student Achievement Goal II: By April 1, 2009 20% of students in grades 6, 7 and 8 will demonstrate a gain of one performance level in Reading from Fall 2008 to the Spring 2009 as measured by Measures of Academic Progress (MAP) Reading test using the MAP/PACT correlation.

Focused Student Achievement Goal III: By April 1, 2009, a school/wide literacy plan will be implemented to establish a culture of reading across the curriculum which will be evidenced by 1. all 6th, 7th, and 8th grade students reading and responding to 4 novels, 2. 40% of all 6th, 7th, and 8th grade students increasing their English Language Arts (ELA) PACT performance to the next performance level (Below Basic 1 to Below Basic 2, Below Basic to Basic, Basic to Proficient, and Proficient to Advanced) as predicted by the Fall 2008 to Spring 2008 MAP test, and 3. the completed literacy plan.

Focused Principal's Instructional Leadership Goal I: By April 1, 2009 20% of students in grades 6, 7 and 8 will demonstrate a gain of one performance level in Reading from Fall 2008 to the Spring 2009 as measured by Measures of Academic Progress (MAP) Reading test using the MAP/PACT correlation.

Focused Principal's Instructional Leadership Goal II: By April 1, 2009 20% of students in grades 6, 7 and 8 will demonstrate a gain of one performance level in Reading from Fall 2008 to the Spring 2009 as measured by Measures of Academic Progress (MAP) Reading test using the MAP/PACT correlation.

Focused Principal's Instructional Leadership Goal III: By April 1, 2009 all teachers will be observed a minimum of 20 times by the Administration Team using the Charleston Plan for Excellence II Classroom Observation matrix with 80% of the teachers scoring an average of Evident.

Focused District Administrators' Instructional Leadership Goal 1: By April 1, 2009, consistent with expectations of the Core strategy 1 (Curriculum Improvement) of the Charleston Plan for Excellence, the Associate Superintendent or her designee (from the MSLC leadership team) will focus on instructional supervision by conducting 7 observations monthly using the Charleston Plan for Excellence II Classroom Observation matrix with 80% of the teachers scoring an average of Evident.

Focused District Administrators' Instructional Leadership Goal 2: By April 1, 2009, to improve student achievement through classroom delivery of the curriculum, Charleston County School District will provide the ELA and Math Department Heads with professional development from the MSLC Leadership Team in 2 areas: 1. Conducting walkthrough observations and providing feedback, and 2. Creating Quality Assessments.

School Timeline

June 2008

Complete Master Schedule (L. Glears)
Interview for Lead Teachers (L. Glears)
Interview for Teacher vacancies (L. Glears)
Interview for Assistant Principal Vacancies (L. Glears)
Begin Development For School/Wide Literacy Program (L. Glears, Literacy Team, and ELA Dept. Chr.)
AVID/ Training Staff Development (S. Driscoll, District level Staff)

July 2008

Engage Lead Teachers in developing syllabi for English/Language Arts and Mathematics (L. Glears)
Develop Professional Development Calendar for 2008/2009 (L. Glears)
Attend CCSD Administrators Summer Retreat (L. Glears)
Meet with SIC and PTSA Officers (L. Glears)
Professional Development Training/Single Gender (SDE)
Develop Accelerated Reader Incentive Program
Review Accelerated Reader Book List & Purchase Needed Materials

August 2008

Visit community/sponsored and church sponsored events (L. Glears & Administrative Team)
Advertise Open House and Community Rally (C. Anderson)
6th Grade Orientation (S. White)
Staff Development/6th Grade Bridge Program (S. White & L. Sinclair/Blake)
Meet with Leadership Team (L. Glears)
Implementation of all FSRP strategies (L. Glears)
Review common benchmark assessments for core content areas (Lead Teacher, L. Glears)
Develop matrix observation schedule for Administrative team (L. Glears)
Meet with Leadership Team (L. Glears)
Professional Development Workshop (Computer Assisted Instruction Software) (L. Glears & Dept. Chairs)
Study Island, Smart Board, Airliner
Brentwood Middle School Literacy Plan and MAP Data (L. Glears & Literacy Team)

September 2008

Monitoring of FSRP Strategies (L. Glears)
Review PACT test scores with staff (L. Glears)
Implementation of Observation Matrix (Administrators)
Meet with Leadership Team (L. Glears)
Continue development and implementation of the literacy plan (L. Glears, Literacy Team, and ELA Dept. Chr.)
Ensure teachers are submitting lesson plans for review (Dept. Chr. & Administrators)
Meet with content area lead teachers to discuss implementation of the FSRP plan
Teacher APEX Conferences (L. Glears)
Professional Development Workshop (Write Traits, DEAR Training, Art Infused Curriculum)

Implement Literacy Plan (L. Glears, Literacy Team, and ELA Dept. Chr.)
Monthly Leadership Meeting (L. Glears)
Provide continuous staff development on data analysis, literacy and differentiation instruction (L. Glears)
Use ParentLink at least biweekly to communicate positively with parents and to keep them informed about the schools activities (L. McMillan)
SIC Meeting and PTA (S. White & L. McMillan)
Analyzing PACT Data (L. Glears)
Provide professional development of utilizing MAP data for improving instruction
Work on schedule for MAP testing (Guidance Counselors & L. Glears)
Require all teachers to submit instructional calendars that reflect the use of Coherent Curriculum and also meet Charleston County School District guidelines
Conduct classroom observations (Administration)
Meet with students and set individual goals for MAP Testing (Teachers)

October 2008

All strategies outlined in the FSRP will be implemented by this time
Student APEX Conferences
Fall MAP testing
Meet with Leadership Team (L. Glears)
1st quarter Benchmark Assessments in ELA, Math, Science, and Social Studies
Continue classroom visits (Administration)
Review and disaggregate data from MAP test Administration with teachers (L. Glears, Lead Teacher, Administrators)
Conduct classroom observations and provide written and verbal feedback to teachers (Administration)
Meet with teachers to discuss support needed to support the effective implementation of the FSRP (L. Glears)
Quarterly Meeting with Area Supt.
SIC Meeting and PTSA
Publish and disseminate Quarterly School Newsletter
Use ParentLink at least biweekly to communicate positively with parents and to keep them informed about the schools activities

November 2008

Monthly PTSA Meeting
Review and disaggregate data from MAP test Administration with teachers
Review progress toward accomplishing FSRP Smart goals related to MAP
Conduct classroom observations and provide written and verbal feedback to teachers (Administration)
Review Literacy Plan (L. Glears, Literacy Team, and ELA Dept. Chr.)
Meet with teachers to discuss support needed to support the effective implementation of the FSRP (Administration)
SIC Meeting and PTSA
Meet with Leadership Team (L. Glears)
Use ParentLink at least biweekly to communicate positively with parents and to keep them informed about the schools activities

December 2008

Monitor FSRP goals and strategies

Review Brentwood Middle School Literacy Plan (L. Glears, Literacy Team, and ELA Dept. Chr.)

Review and disaggregate data from MAP test Administration with teachers

Review progress toward accomplishing FSRP Smart goals related to MAP

Conduct classroom observations and provide written and verbal feedback to teachers (Administration)

SIC Meeting and PTSA

Meet with Leadership Team (L. Glears)

Use ParentLink at least biweekly to communicate positively with parents and to keep them informed about the schools activities

January 2009

Continue classroom observations and provide instructional feedback

Monitor FSRP goals and strategies (L. Glears)

Administer Winter MAP Testing

2nd quarter Benchmark Assessments in ELA, Math, Science, and Social Studies

Mid/Year Evaluation of Instructional Programs (L. Glears)

Review and disaggregate data from MAP test Administration with teachers

Review progress toward accomplishing FSRP Goals

Meet with teachers to discuss support needed to support the effective implementation of the FSRP (L. Glears)

Monitor and adjust the literacy plan for the second semester (L. Glears, Literacy Team, and ELA Dept. Chr.)

Quarterly meeting with Area Supt. (L. Glears)

In-service Teachers on writing individual SMART goals

SIC Meeting and PTSA

Meet with Leadership Team (L. Glears)

Publish and disseminate Quarterly School Newsletter

Use ParentLink at least biweekly to communicate positively with parents and to keep them informed about the schools activities

February 2009

Continue classroom observation and provide instructional feedback (L. Glears, Administration Team)

Review and disaggregate data from MAP test Administration with teachers (L. Glears, Lead Teachers, and Administrators)

Prepare for FSRP Presentation (L. Glears)

Hold monthly SIC Meeting and PTSA

Review progress toward accomplishing FSRP Goals (L. Glears)

Meet with teachers to discuss support needed to support the effective implementation of the FSRP (L. Glears, Literacy Team, and ELA Dept. Chr.)

Monitor and adjust to the literacy plan for the second semester (L. Glears, Literacy Team, and ELA Dept. Chr.)

Review progress toward accomplishing FSRP Smart goals related to MAP

Start developing goals for 2009/2010 (L. Glears)

Meet with Leadership Team (L. Glears)

Use ParentLink at least biweekly to communicate positively with parents and to keep them informed about the schools activities

March 2009

Student APEX Conferences
Spring MAP Testing
Plan for the 2009/2010 School year
Administer Winter MAP Testing
Review and disaggregate data from MAP test Administration with teachers (L. Glears, Lead Teachers, and Administrators)
Prepare for FSRP Presentation (L. Glears)
SIC Meeting and PTSA
Review progress toward accomplishing FSRP Goals
Meet with teachers to discuss support needed to support the effective implementation of the FSRP
Monitor and adjust to the literacy plan (L. Glears, Literacy Team, and ELA Dept. Chr.)
Meet with Leadership Team (L. Glears)
Use ParentLink at least biweekly to communicate positively with parents and to keep them informed about the schools activities
Review students Academic Plans for updates and adjustments to meet student's academic needs
Review progress toward accomplishing FSRP Smart goals related to MAP

April 2009

3rd quarter Benchmark Assessments in ELA, Math, Science, and Social Studies
Spring MAP Testing
Teacher APEX Conferences
Quarterly meeting with Area Supt.
SIC Meeting and PTSA
Plan for the 2009/2010 School year
Administer Winter MAP Testing
Review and disaggregate data from MAP test Administration with teachers (L. Glears, Lead Teachers, and Administrators)
Prepare for FSRP Presentation
Review progress toward accomplishing FSRP Goals (L. Glears)
Meet with teachers to discuss support needed to support the effective implementation of the FSRP (L. Glears)
Monitor and adjust to the literacy plan (L. Glears, Literacy Team, and ELA Dept. Chr.)
Review progress toward accomplishing FSRP Smart goals related to MAP
Meet with Leadership Team (L. Glears)
Publish and disseminate Quarterly School Newsletter
Use ParentLink at least biweekly to communicate positively with parents and to keep them informed about the schools activities

May 2009

Continue to plan for the 2009/2010 School year (L. Glears)

SIC Meeting and PTSA

Meet with Leadership Team (L. Glears)

Use ParentLink at least biweekly to communicate positively with parents and to keep them informed about the schools activities

Review progress toward accomplishing FSRP Goals (L. Glears)

Meet with teachers to discuss support needed to support the effective implementation of the FSRP (L. Glears)

Monitor and adjust to the literacy plan (L. Glears, Literacy Team, and ELA Dept. Chr.)

Review progress toward accomplishing FSRP Smart goals related to MAP

Meet with Leadership Team (L. Glears)

Adjust and evaluate the literacy plan

FOCUSED SCHOOL RENEWAL PLAN
2008–09 School Year of Implementation
Student Achievement Focused Goal

Focused Student Achievement Goal 1: By April 1, 2009 20% of students in grades 6, 7 and 8 will demonstrate a gain of one performance level in Math from Fall 2008 to the Spring 2009 as measured by Measures of Academic Progress (MAP) Math test using the MAP/PACT correlation.

(The desired result is student achievement. The goals must be academic goals related to the school report card.)

Strategy List the processes/activities to fully implement the goal that will have a high probability of improving student achievement.	Person(s) Responsible (Position/Name)	Start Date of Strategy	Indicator(s) of Implementation <i>Explain how each indicator will be used to support the achievement of the goal, followed by the name of the person responsible for the documentation.</i>
Development of RIT Band Instruction in Math.	S.Simmons/Math Depart. Chr. S.Lowery, T. Howe, T. Morant	July 2008	<p>Math RIT Band Instructional lessons will be developed by Math Department Chr., shared with teachers and Administration, will collect, review, and assess lesson plans weekly to provide evidence of implementation of the best practices. Written feedback will be provided to the teachers bi-monthly using the lesson plan feedback form.</p> <p>The school's master schedule will indicate specific periods when RIT Band Direct Instruction is conducted in the classroom. The teachers' lesson plans will outline the lesson to show the observer what is being taught during the RIT Band Instructional period in the classroom. Simmons/Math Dept. Chr.</p>
Use technology to enhance, accelerate, and remediate math instruction	S.Simons/S. Lowery, T. Howe, T.	August 2008	All teachers will attend SMARTBoard training professional development and will have at least one follow-up session with a specialist.

	<p>Morant</p> <p>Adm L. McMillan</p>		<p>Teachers will plan for the use of SMARTBoard, Study Islands, and Airliners technology in their lesson plans and instructional calendars. Use of technology will be observed by informal and formal evaluators. Feedback from those observations will be given once a month.</p> <p>S. Simmons/Math L. McMillan/Adm.</p>
<p>Development of Math Benchmark Assessment for Math deficient strands</p>	<p>S. Simons Math Dept. Chr.</p> <p>Administration L. McMillan</p>	<p>August 2008</p>	<p>Student MAP scores will be analyzed and all students who are basic or below basic (as compared to PACT cut scores) will be scheduled in a Math RIT Band class. Math Grade level Chr. will analyze MAP results and provide differentiated instruction lesson plans for deficient strands quarterly. MAP scores, SASI Rosters, Individual RIT Band Student Folders will indicate implementation.</p> <p>S. Simons/Math Dept. Chr. L. McMillan/Adm</p>
<p>Teachers will receive professional development in analyzing the spring Math MAP and PACT Data for the 2008 school year</p>	<p>S. Simons Dist. Math Coor. J. Gadsden</p>	<p>August 2008</p>	<p>Provide professional development to Math teachers on differentiated instruction and strategies. Teacher attendance will be documented. District instructional coach will provide professional development on analyzing test data. All math teachers will analyze their classes' MAP results and place them into RIT band groups. Lesson plans that reflect differentiated teaching strategies, classroom observations, and peer observation reflection sheets by the Math Department head will indicate</p>

			<p>implementation. Feedback from those observations will be given once a month.</p> <p>T. Hickman/MSLC Math Coordinator L. Glears/Brentwood Principal</p>
Development of Math bi/weekly common assessments	S. Simons/S. Lowery/ T. Howe,/T. Morant	August 2008	<p>Common planning time will be offered for each grade level and on specific late-in days for professional development. Teachers can review standards (weekly), create common assessments (one per unit), review instructional calendars (monthly), and receive professional development in mathematics best practices.</p> <p>Common grade level lesson plans (collected once a month for each grade), instructional calendars (collected once at the beginning of the quarter and revised version at the end), informal and formal observations will indicate implementation.</p> <p>S. White/6th Grade Adm. J. Sampson/7th Grade Adm L. McMillan/8th Grade Adm</p>
Math Data Wall	Math Depart. Chairperson S.Simons	August 2008	<p>Observation reflection sheets will be completed by the observer and will be discussed at a department meeting. Discussion points-notes will be included in the minutes of the department meeting where observations are discussed. Observations will occur at least once per teacher per semester. Dept Chr. will discuss data viewed from Math Data Wall highlighting</p>

			Math targeted areas and deficiencies quarterly. Agendas of meetings, summaries of meetings will provide documentation. S. Simmons/Math Dept. Chr.
Track student improvement in Math MAP focus areas during the three testing sessions (Fall, Winter, and Spring) for improved achievement.	Math Depart. Chair S. Simons	August 2008	Provide professional development to Math teachers on differentiated instruction and strategies. Teacher attendance will be documented. All math teachers will analyze their classes' MAP results and place them into RIT band groups. Lesson plans that reflect differentiated teaching strategies, classroom observations, and peer observation reflection sheets will be collected by the Math Department head and this will indicate implementation. Feedback from those observations will be given once per quarter. L. Glears/School Principal S. Simons/Math Dept. Chr.
Provide Academic Achievement incentives and awards ceremonies for all students meeting or exceeding target MAP growth in each session	Administrator/ L. McMillan & Teachers: S. Simons/S. Lowery/T.How e/ T. Morant	August 2008	Plan quarterly Academic Awards Program and purchase incentives and other materials for quarterly awards. (agendas) S. White/ 6 th Grade Adm J. Sampson/7 th Grade Adm L. McMillan/ 8 th Grade Adm L. Glears/ Brentwood Principal

FOCUSED SCHOOL RENEWAL PLAN
2008–09 School Year of Implementation
Student Achievement Focused Goal

Focused Student Achievement Goal 2: By April 1, 2009 20% of students in grades 6, 7 and 8 will demonstrate a gain of one performance level in Reading from Fall 2008 to the Spring 2009 as measured by Measures of Academic Progress (MAP) Reading test using the MAP/PACT correlation.

(The desired result is student achievement. The goals must be academic goals related to the school report card.)

Strategy List the processes/activities to fully implement the goal that will have a high probability of improving student achievement.	Person(s) Responsible (Position/Name)	Start Date of Strategy	Indicator(s) of Implementation <i>Explain how each indicator will be used to support the achievement of the goal, followed by the name of the person responsible for the documentation.</i>
Development of Reading RIT Band Instruction in target areas.	ELA Department Chairperson: K. Pickering	July 2008	<p>ELA RIT Band Instructional lessons in targeted areas will be developed by ELA Department Chr., shared with teachers and Administration will collect, review, and assess lesson plans weekly to provide evidence of implementation of the best practices. Written feedback will be provided to the teachers quarterly.</p> <p>The school's master schedule will indicate specific periods when RIT Band Direct Instruction is conducted in the classroom. The teachers' lesson plans will outline the lesson to show the observer what is being taught during the RIT Band Instructional period in the classroom.</p> <p>K. Pickering/ELA Chairperson</p>

Use technology to enhance, accelerate, and remediate Reading instruction	<p>K. Pickering Teachers: K. Smiley/A. Brown</p> <p>Administrator S. White</p>	August 2008	<p>All teachers will attend SMARTBoard training professional development and will have at least one follow-up session with the specialist. Teachers will plan for the use of SMARTBoard, Study Islands, and Airliners technology in their lesson plans and instructional calendars. Use of technology will be observed by informal and formal evaluators. Feedback from those observations will be given once a month.</p> <p>K. Pickering/ELA Chairperson S. White/6th Grade Adm J. Sampson/7th Grade Adm L. McMillan/8th Grade Adm</p>
Development of ELA Benchmark Assessment for target deficient strands	<p>ELA Department K. Pickering</p>	August 2008	<p>Analysis of ELA Benchmark Data Student MAP scores will be analyzed and all students who are basic or below basic (as compared to PACT cut scores) will be scheduled in an ELA RIT Band class. ELA Grade level Chr. and Principal will analyze MAP results and provide differentiated instruction lesson plans for deficient strands quarterly. MAP scores, SASI Rosters, Individual RIT Band Student Folders will indicate implementation.</p> <p>K. Pickering/ELA Dept. Chr. L. Glears/Brentwood Principal</p>

Development of bi/weekly common assessments	<p>K. Pickering Teachers: K. Smiley/A. Brown</p> <p>Administrator S. White</p>	August 2008	<p>Common planning time will be offered for each grade level and on specific late-in days for professional development. Teachers can review standards (weekly), create common assessments (one per unit), review instructional calendars (monthly), and receive professional development in ELA best practices.</p> <p>Common grade-level lesson plans (collected once a month for each grade), instructional calendars (collected once at the beginning of the quarter and revised version at the end), informal and formal observations will indicate implementation.</p> <p>S. White/6th Grade Adm J. Sampson/7th Grade Adm L. McMillan/8th Grade Adm</p>
Monitor ELA Data Wall	K. Pickering	August 2008	<p>Peer observation reflection sheets will be completed by the observer and will be discussed at a department meeting. Discussion points-notes will be included in the minutes of the department meeting where observations are discussed. Observations will occur at least once per teacher per semester. Dept Chr. will discuss data viewed from ELA Data Wall highlighting ELA targeted areas and deficiencies quarterly. Agendas and summaries of meetings will provide documentation.</p> <p>K. Pickering/ELA Dept. Chr.</p>

Track student improvement in MAP focus areas during the three testing sessions (Fall, Winter, and Spring) for improved achievement.	K. Pickering	August 2008	<p>Provide professional development to ELA teachers on differentiated instruction and strategies. Teacher attendance will be documented.</p> <p>All ELA teachers will analyze their classes' MAP results and place them into RIT band groups. Lesson plans that reflect differentiated teaching strategies, classroom observations, and peer observation reflection sheets by the ELA Department head will indicate implementation.</p> <p>Feedback from those observations will be given once a month.</p> <p>S. White/6th Grade Adm</p> <p>J. Sampson/7th Grade Adm L. McMillan/8th Grade Adm. L. Glears/Brentwood Principal</p>
Provide Academic Achievement incentives and awards ceremonies for all students meeting or exceeding target MAP growth in ELA.	S. White 6 th Grade Adm	August 2008	<p>Plan quarterly Academic Award Incentive Program and purchase other materials for incentives. This will occur quarterly.</p> <p>This will be documented by the awards program agenda.</p> <p>S. White/6th Grade Adm.</p> <p>J. Sampson/7th Grade Adm L. McMillan/8th Grade Adm. L. Glears/Brentwood Principal</p>
Teachers will receive professional development on analyzing the spring ELA MAP and PACT Data for the 2008 school year	K. Pickering T. Mertin, Middle School Learning Specialist	August 2008	<p>Middle School Learning Specialist will provide each semester professional development to ELA teachers on differentiated instruction and strategies. Middle School Learning Specialist or her designee will provide quarterly</p>

			<p>professional development on analyzing test data. Teacher attendance will be documented and agendas for professional development will be provided.</p> <p>All ELA teachers will analyze their classes' MAP results and place them into RIT band groups. Lesson plans that reflect differentiated teaching strategies, classroom observations, and teacher to teacher peer observations reflection sheets will be collected by the ELA Department head and will indicate implementation. All lesson plans are checked weekly by grade level administrators with focus on of RIT Band strategies. Feedback from those peer observations will be given once a month.</p> <p>T. Mertin/Middle School Learning Specialist L. Glears/ Brentwood Principal</p>
--	--	--	---

Implement: Drop Everything and Read (DEAR) and Accelerated Reader Initiative	K. Pickering, ELA Dept. Chr. J. Letende, Media Specialist	August 2008	<p>The Media Specialist will maintain the Accelerated Reader program and monitor student progress through the Team Status Report. Student progress will be rewarded quarterly.</p> <p>The classes will also be recognized for total number of books read quarterly.</p> <p>The teachers will keep track of the books read by students with the use of the Classroom Status Report provided by the media specialist quarterly.</p> <p>Students who successfully read more challenging literary works based on the lexile level of the book compared to the students initial lexile score based on the Students Accelerated Reader Status Report will be recognized quarterly at the quarterly awards program. This report will be provided to the Administration and the individual teachers by the Media Specialist.</p> <p>J. Letender/Media Specialist</p>
--	--	----------------	--

FOCUSED SCHOOL RENEWAL PLAN
2008–09 School Year of Implementation
Student Achievement Focused Goal

Focused Student Achievement Goal 3: By April 1, 2009, a school/wide literacy plan will be implemented to establish a culture of reading across the curriculum which will be evidenced by 1. all 6th, 7th, and 8th grade students reading and responding to 4 novels, 2. 40% of all 6th, 7th, and 8th grade students increasing their English Language Arts (ELA) PACT performance to the next performance level (Below Basic 1 to Below Basic 2, Below Basic to Basic, Basic to Proficient, and Proficient to Advanced) as predicted by the Fall 2008 to Spring 2008 MAP test, and 3. Implementation of the literacy plan

(The desired result is student achievement. The goals must be academic goals related to the school report card.)

Strategy List the processes/activities to fully implement the goal that will have a high probability of improving student achievement.	Person(s) Responsible (Position/Name)	Start Date of Strategy	Indicator(s) of Implementation <i>Explain how each indicator will be used to support the achievement of the goal, followed by the name of the person responsible for the documentation.</i>
Examine course descriptions to identify common reading books and materials to support instruction	J. Letende, Media Specialist K. Pickering, ELA Department Chairperson	July 2008	<p>The Media Specialist will attend conferences that will provide strong and thorough professional development, inclusive of materials such as handouts, grade level books, technology, search engines and contact resources.</p> <p>The Media Specialist will share information on the latest materials, technology, books that will provide further best practice opportunities for the ELA and Reading classrooms.</p> <p>List of suggestions will be provided bi-monthly by Media Specialist</p> <p>S. White/6th Grade Adm.</p>

			J. Sampson/7 th Grade Adm L. McMillan/8 th Grade Adm.
Use Accelerated Reading Monthly log to document what the students are reading	K. Pickering, ELA Department Chairperson, Teachers: K. Smiley, A. Brown S. White, Administration	August 2008	<p>Five random samples of reading logs per grade level department will be collected and reviewed each quarter. The samples of reading logs will assist the Administration and ELA chair in monitoring student progress. (Logs available in administrators office)</p> <p>70% of students in grades 6, 7 and 8th grade will score 75% based on the books read and documented through the Accelerated Reader Customized Status Report Assessment. Quarterly report by grade level will provide documentation.</p> <p>Principal, ELA Department Chr. and Media Specialist will review monthly Accelerated Reader Summary Report for each content class to assist teachers with developing individual class reading goals for instructions. Minutes and agendas from the Instructional Team meeting will serve as documentation</p> <p>L. Glears/Brentwood Principal</p>
Lexiling books in the Media Center	J. Letende, Media Specialist	August 2008	<p>Provide on-going hands-on, interactive professional development for teachers on how to use the media center to more effectively support instruction. Provide interactive training to teachers on how to find and use Lexiles. Review lexile levels of books and use of lexiles student scores.</p> <p>Attendance sheet and agenda will indicate implementation. The media center professional development training will occur twice a year.</p> <p>L. Glears/Brentwood Principal</p>

Provide on/going professional development for teachers on using the Accelerated Reading Program and proper use of the media center to more effectively support ELA instruction.	J. Letende, Media Specialist K. Pickering, ELA Department Chairperson, Teachers: K. Smiley, A. Brown S. White, Administration	August 2008	<p>Provide professional development to teachers on Accelerated Reading, and strategies & proper usages of the media center. The media center professional development training will occur twice a year.</p> <p>Teacher attendance and agendas for staff development will be documented. All teachers will analyze their classes lexile score results and encourage students to read more challenging books. Lesson plans that reflect differentiated reading teaching strategies, reading for pleasure and knowledge, reading oral novels to students, will be collected by the Grade level Administrators and this will indicate implementation. All lesson plans are checked weekly by grade level administrators with focusing on differentiated reading teaching strategies, reading for pleasure and reading oral novels to students. Feedback from classroom observations will be given once a month.</p> <p>L. Glears/Brentwood Principal</p>
Students will read the equivalent of a minimum of 4 or more novels per year.	J. Letende, Media Specialist	Sept. 2008	<p>The master schedule will show that the DEAR Reading program was implemented at the start of the year and is implemented on a daily basis. The Reading program is designed for daily implementation of oral and silent reading as determined by the MAP and PACT scores which show deficiencies in Reading and Language. These best practices will be correlated with on-going English Language Arts instruction the</p>

			<p>entire year with the same student population in both the ELA and Reading classes. The progress will be monitored through quarterly assessment of writing and reading benchmarks and fall and spring MAP scores. Teachers will document the novels read by students.</p> <p>70% of students in grades 6, 7 and 8th grade will score 75% based on the books read and documented through the Accelerated Reader Quarterly Customized Status Report Assessment.</p> <p>J. Letende, Media Specialist L. Glears, Brentwood Principal</p>
Provide Accelerated Reading incentives based on monthly reading report.	<p>J. Letende, Media Specialist</p> <p>S. White/6th Grade Adm.</p> <p>J. Sampson/7th Grade Adm L. McMillan/8th Grade Adm.</p>	August 2008	<p>Plan quarterly Academic Award Incentive Program and purchase other materials for incentives. This will occur quarterly. This will be documented by the awards program agenda</p> <p>J. Letende, Media Specialist L. Glears, Brentwood Principal</p>
Hold a book fair in conjunction with other events which will bring in participation from the community. Send letters to community-business leaders asking them to participate to purchase materials for classroom libraries or to make a donation for books to be purchased.	<p>J. Letende, Media Specialist</p> <p>S. White/6th Grade Adm.</p>	Spring 2008/2009	<p>Sales at Book Fair Attendance at Book Fair The Media Specialist will maintain list of classroom books sets purchased by local churches, businesses and community leaders. Establish wall of fame for contributors that help to increase book circulation for classroom sets.</p>

	J. Sampson/7 th Grade Adm L. McMillan/8 th Grade Adm.		Copies of Thank You letter sent to contributors. J. Letende, Media Specialist
Implement Drop Everything and Read Program (DEAR) and Accelerated Reader Initiative	J. Letende, Media Specialist K. Pickering, ELA Dept. Chr.	August 2008	<p>The media specialist will coordinate the Accelerated Reader and the DEAR program. The Media Specialist will maintain the Accelerated Reader program and monitor student progress through the Team Status Report. Student progress will be rewarded at the end of each nine weeks. The classes will also be recognized for total number of books read with the DEAR program over the report card period. The teachers will keep track of the books read by students with the use of Classroom Status Report provided by the media specialist.</p> <p>In addition, students who successfully read more challenging literary works based on the lexile level of the book compared to the students' initial lexile score based on the Students Accelerated Reader Status Report will be recognized at the nine week awards program. This report will be provided to the Administration and the individual teachers by the Media Specialist.</p> <p>J. Letende/Media Specialist</p>

Develop and maintain a writing portfolios for each student with 4 polished samples of work per year	K. Pickering ELA Dept. Chr.	August	<p>The ELA teacher's lesson plans will show that the Writing program was implemented at the start of the year. The Writing program is designed for daily implementation of Writing strategies as determined by the MAP and PACT scores which show deficiencies in Reading and Language. These best practices will be correlated with on-going English Language Arts instruction throughout the entire year with the same student population in both the ELA and Reading classes. The progress will be monitored through quarterly assessment of writing and reading benchmarks and fall and spring MAP scores. Students will have 4 writing samples in their folders by April 1.</p> <p>K. Pickering/ ELA Dept. Chr. S. White/6th Grade Adm. J. Sampson/7th Grade Adm L. McMillan/8th Grade Adm.</p>
Have a "Spotlight on Literacy" in every faculty meeting to recognize teachers who are trying new data/based innovative teaching strategies.	L. Glares Principal	September 2008	<p>Faculty using innovative Strategies spotlighted during faculty meetings. Recommendation will come from administrators that have observed these strategies while conducting classroom observation. Faculty Meeting agenda will be used to document implementation.</p> <p>L. Glares/Brentwood Principal S. White/6th Grade Adm. J. Sampson/7th Grade Adm L. McMillan/8th Grade Adm.</p>
All students will write a minimum of 1	K. Pickering	September	ELA Chairperson will provide during the

research paper per year. (With all components included)	ELA Dept. Chr.	ber 2008	<p>professional development on writing techniques for a research paper. Strategies and skills taught will be evident in lesson plans and classroom observations conducted by the Administrators April 1 All students will have one research paper. Agendas for professional development will be provided. All lesson plans are checked weekly by grade level administrators. Observation schedule.</p> <p>S. White/6th Grade Adm.</p> <p>J. Sampson/7th Grade Adm L. McMillan/8th Grade Adm.</p>
<p>Provide professional development on quality assessment that are aligned to standards, reflect rigor, and are appropriate in format.</p> <p>Provide professional development on developing standard based rigorous assignments.</p> <p>Provide professional development on examining the quality of student writing and using a quality rubrics to assess the writing.</p>	<p>L. Glears Brentwood Principal</p> <p>S. White/6th Grade Adm.</p> <p>J. Sampson/7th Grade Adm L. McMillan/8th Grade Adm.</p>	August 2008	<p>Identify experts locally and statewide in each of the area of professional development monthly. Agendas from meetings, Professional Development Staff Attendance Sheets. Teacher surveys as to the usefulness of the training.</p> <p>L. Glears/ Brentwood Principal S. White/6th Grade Adm J. Sampson/7th Grade Adm L. McMillan/8th Grade Adm</p>

FOCUSED SCHOOL RENEWAL PLAN

2008–09 School Year of Implementation

Principal's Instructional Leadership Focused Goal to Increase Student Achievement

Focused Principal's Instructional Leadership Goal 1: By April 1, 2009 20% of students in grades 6, 7 and 8 will demonstrate a gain of one performance level in Reading from Fall 2008 to the Spring 2009 as measured by Measures of Academic Progress (MAP) Reading test using the MAP/PACT correlation.

(The desired result is a positive impact on student achievement that supports the FSRP and aligns with the principal's responsibilities stated in the ERT process.)

Strategy List the processes/activities to fully implement the goal that will have a high probability of improving student achievement.	Person(s) Responsible (Position/Name)	Start Date of Strategy	Indicator(s) of Implementation Explain how each indicator will be used to support the achievement of the goal, followed by the name of the person responsible for the documentation.
All students will read the equivalent of 4 or more novels per year across the curriculum to increase their understanding of the content of all classes	K. Pickering, ELA Department Chairperson J. Letendre, Media Specialist	August 2008	Reading Log, Media Specialist monthly reports, Accelerated Reader and Monthly Reports. 70% of students in grades 6, 7 and 8 th grade will score 75% based on the books read and documented through the Accelerated Reader Quarterly Customized Status Report Assessment showing progress of students will read the equivalent of 4 or more novels per year. L. Glears/Brentwood Principal
All students will write weekly in all classes. Quarterly Writing Benchmarks Assessments will be Administered in all ELA classes and rated according to the Six Plus One Write Trait Rubric.	K. Pickering, ELA Department Chairperson L. Glears, Principal	August 2008	Student work samples will be collected by the teacher and kept in the student folder. Teachers will assess work samples with a common rubric (based on the Write Traits model) and review work quarterly at the department meetings. Student will have two work samples in folder per semester.

			<p>The department meeting agendas and will serve as evidence. Student work evaluated according to Six Plus One Write Trait Rubric available in ELA teacher classrooms.</p> <p>K. Pickering/ELA Dept. Chr. L. Glears/Brentwood Principal</p>
All students will write research papers in all classes	K. Pickering, ELA Department Chairperson	August 2008	<p>ELA Chairperson will provide professional development on writing techniques for a research paper. Strategies and skills taught will be evident in lesson plans and classroom observations. All lesson plans are checked weekly by grade level administrators and ELA Department Chairperson. Observation Schedule</p> <p><u>Lesson plans</u> that reflect research paper teaching strategies and Research Paper lesson plans will indicate implementation. Each student in the school will complete one research paper by the end of second semester.</p> <p>L. Glears/Brentwood Principal K. Pickering/ELA Dept. Chr.</p>
Increase the percentage of Proficient and Advanced work in assignments and assessment through Instructional Reviews and self assessment.	Classroom Teachers	August 2008	<p>The classroom teacher & principal will analyze fall and spring MAP data and create reports mapping the growth and identifying weaknesses and strengths for students that can move to the next level. Students will participate in the Bridge Program and the The analysis of the data will drive the modification of instructional strategies and differentiation in ELA classes.</p> <p>RIT band Lesson plans will indicate</p>

			<p>Implementation. All lesson plans are checked weekly by grade level administrators.</p> <p>NWEA Goal Setting Worksheet will be reviewed with the students by the Bridge Coordinator quarterly to plot growth.</p> <p>Ms. Sinclair-Blake, Bridge Coordinator L. Glears/Brentwood Principal</p> <p>S. White/6th Grade Adm</p> <p>J. Sampson/7th Grade Adm L. McMillan/8th Grade Adm</p>
<p>Use content planning time to develop quality Common assessments, instructional review, assessments that are aligned to standard, reflect rigor, and are appropriate in format.</p>	<p>K. Pickering, ELA Department Chairperson S. Simmons, Math Department Chairperson</p>	<p>August 2008</p>	<p>Common planning time will be offered for each grade level and on specific late-in days for professional development. Teachers can review standards (weekly), create common assessments (one per unit), review instructional calendars (monthly), and receive professional development in ELA best practices. Common grade/level lesson plans (collected once a month for each grade), instructional calendars (collected once at the beginning of the quarter and revised version at the end), informal and formal observations will indicate implementation.</p> <p>L. Glares, Brentwood Principal S. White/6th Grade Adm. J. Sampson/7th Grade Adm. L. McMillan/8th Grade Adm.</p>

Provide professional development on developing rigorous assignments	K. Pickering, ELA Department Chairperson S. Simmons, Math Depart. Chairperson L. Glears, Principal T. Mertin, MSLC Specialist	August 2008	<p>Department Chairperson will provide quarterly professional development to teachers on differentiated instruction and strategies. Teacher attendance and agendas for professional development will be documented. Department Chairperson will provide professional development on developing rigorous assignment in all content areas. All teachers will analyze their classes' MAP results and place them into RIT band groups based on professional development. Lesson plans that reflect rigorous assignments, classroom observations, and peer observation reflection sheets will be collected by the Administrators and will indicate implementation. Feedback from those observations will be given once a month.</p> <p>L. Glears, Brentwood Principal S. White/6th Grade Adm J. Sampson/7th Grade Adm L. McMillan/8th Grade Adm</p>
---	--	----------------	--

FOCUSED SCHOOL RENEWAL PLAN

2008–09 School Year of Implementation

Principal's Instructional Leadership Focused Goal to Increase Student Achievement

Focused Principal's Instructional Leadership Goal 2: By April 1, 2009 all teachers will be observed a minimum of 20 times by the Administrators using the Charleston Plan for Excellence II Classroom Observation matrix with 80% of the teachers scoring an average of Evident.

(The desired result is a positive impact on student achievement that supports the FSRP and aligns with the principal's responsibilities stated in the ERT process.)

Strategy List the processes/activities to fully implement the goal that will have a high probability of improving student achievement.	Person(s) Responsible (Position/Name)	Start Date of Strategy	Indicator(s) of Implementation <i>Explain how each indicator will be used to support the achievement of the goal, followed by the name of the person responsible for the documentation.</i>
In-service all Administrators on the Charleston Plan for Excellence II: Classroom Observation instrument	P. Yandle/or District Rep.	August 2008	Charleston Plan for Excellence II: Classroom Observation Administrators will attend training once per year. 20 observations per month per administrator excluding December P. Yandle, Area Supt.
Develop a weekly observation schedule for all Administrators	L. Glears, Principal	August 2008	Copies of observation schedule will document the participants and time allocated for observations. (L. Glears) Written summaries of each visit will provide documentation of the instructional decisions and practices observed. (L. Glears) L. Glears/ Brentwood Principal
Log all visits into the CCSD Administrators' Observation Log Online	L. Glears, Principal Assistant Principals: L. McMillan, AP S. White, AP J. Sampson, AP	August 2008	Electronic Instructional Supervision Log and/or Observation Notebook kept in Principal's office will contain evidence of the observations completed by the MSLC team. (L. Glears) Copies of GroupWise Calendar appointment will document the participants and time allocated for observations and reviews completed together.

			(L. Glears) P. Yandle/ Area Supt.
Meet with teachers to discuss concerns that maybe impacting instruction	L. Glears, Principal Assistant Principals: L. McMillan,AP S. White,AP J. Sampson, AP	August 2008	Written feedback monthly following observations with suggestions on ways to improve instructional delivery, pacing and any other support a teacher may need L. Glears/ Brentwood Principal

FOCUSED SCHOOL RENEWAL PLAN
2008–09 School Year of Implementation

District Administrators’ Instructional Leadership Focused Goal to Increase Student Achievement

Focused District Administrators’ Instructional Leadership Goal 1: By April 1, 2009, consistent with expectations of the Core strategy 1 (Curriculum Improvement) of the Charleston Plan for Excellence, the Associate Superintendent or her designee (from the MSLC leadership team) will focus on instructional supervision by conducting 7 observations monthly using the Charleston Plan for Excellence II Classroom Observation matrix with 80% of the teachers scoring an average of Evident.

(The desired result is a positive impact on student achievement that supports the school’s FSRP and aligns with the district Administrators’ responsibilities stated in the ERT process.)

Strategy List the processes/activities to fully implement the goal that will have a high probability of improving student achievement.	Person(s) Responsible (Position/Name)	Start Date of Strategy	Indicator(s) of Implementation <i>Explain how each indicator will be used to support the achievement of the goal, followed by the name of the person responsible for the documentation.</i>
The Associate Superintendent or her designee (from the MSLC leadership team) will conduct 7 monthly classroom visits and provide written feedback to the principal.	Associate Superintendent	August 2008	Observation log reports and Charleston Plan for Excellence Classroom Observation Matrix. Evidence of conference notes and other follow up support items based on staff needs
The Associate Superintendent or her designee (from the MSLC leadership team) will attend one academic leadership team meeting quarterly.	Associate Superintendent	August 2008	Minutes, agendas, sign/in sheets from the Academic Leadership Team meetings.
The Associate Superintendent will review The Instructional Supervision Log and provide feedback to the principal as needed.	Associate Superintendent	August 2008	Summary Report from Associate Superintendent

FOCUSED SCHOOL RENEWAL PLAN
2008–09 School Year of Implementation

District Administrators' Instructional Leadership Focused Goal to Increase Student Achievement

Focused District Administrators' Instructional Leadership Goal 2: By April 1, 2009, to improve student achievement through classroom delivery of the curriculum, Charleston County School District will provide the ELA and Math Department Heads with professional development from the MSLC Leadership Team in 2 areas: 1. Conducting walkthrough observations and providing feedback, and 2. Creating Quality Assessments.

(The desired result is a positive impact on student achievement that supports the school's FSRP and aligns with the district Administrators' responsibilities stated in the ERT process.)

Provide a Learning Specialist and content coaches to coordinate professional development support.	P. Yandle, Associate Superintendent for MSLC	8/08	<ol style="list-style-type: none"> 1. A chart of the MSLC academic support team will provide evidence of a Learning Specialist and content coaches being hired for professional development. (P. Yandle) 2. Sign/in sheet and agendas from professional development sessions will document who was in attendance and the topics that were covered. (P. Yandle)
<p>Advertise Department Head positions on the CCSD website. The job description will include:</p> <p>The Department Head will provide professional development, conduct classroom observations, ensure teachers are following the coherent curriculum, and ensure completion of common assessments and quarterly benchmark assessments. In addition, department chairs' classrooms will serve as demonstration sites for excellent</p>	P. Yandle, Associate Superintendent for MSLC	08/08 8/08	<p>A3 chart of the Brenwood Middle School support team will provide evidence of a Learning Specialist and content coaches being hired for professional development. (P. Yandle)</p> <p>4 Sign/in sheet and agendas from department head sessions will document who was in attendance and the topics that were covered. (P. Yandle)</p>

instructional strategies			
Review, Interview and Select Candidates	Associate Superintendent Principal	April 2008	CCSD Interview Roster Form CCSD Employee Service Form
The Associate Superintendent or her designee will meet with Department Heads quarterly to provide professional development on best practices (i.e. differentiation	Associate Superintendent MSLC Instructional Coordinator	April 2008	Minutes, agendas, sign/in sheets from the meetings.
Content coaches will provide professional development to the school/based department heads and SLT on creating quality assessments and benchmarks.	T. Merton, MSLC Learning Specialist	9/08	<ol style="list-style-type: none"> 1. Sign/in sheet and agendas from professional development sessions will document who was in attendance and the topics that were covered. (T. Merton) 2. Samples of the assessment created will demonstrate the use of appropriate higher level tests. Two samples per subject will be provided for review. (T. Merton)
Content coaches will provide professional development to the school/based department heads and SLT on utilizing data to improve instruction.	T. Merton, MSLC Learning Specialist	10/08	<ol style="list-style-type: none"> 1. Sign/in sheet and agendas from professional development sessions will document who was in attendance and the topics that were covered. (T. Merton) 2. Samples of the reports and data utilized during will provide evidence of the professional development. (Content Coaches) 3. Samples of lesson plans will be collected and reviewed to provide evidence of the professional development being utilized in the classroom. (Classroom teachers)

**FOCUSED SCHOOL RENEWAL PLAN
2008–09 School Year of Implementation**

**Title and Description of Each Program and Initiative
Included in the FSRP**

Give the title and a brief description of each program or initiative that is included in the FSRP.

Note: All acronyms should be preceded by the complete program title. For example: Measures of Academic Progress (MAP)

Academic Leadership Team (ALT) - Made up of teachers, counselors and Administrators, this group works to make academic and instructional decisions for the good of the school. The diversity of

Accelerated Reader/is a daily progress monitoring software assessment in wide use by primary and secondary schools for monitoring the practice of reading.

Achieving Performance Excellence (APEX) Reviews—individual data conferences to review data, instructional practices, student achievement, teacher discipline, grade distributions, and attendance of each student and teacher, and the monitoring of target growth. These meetings occur at regular intervals over the school year.

Airliner-Is a hand held instrument used to provide mobility while working and writing on the smart board.

AVID (Advancement via Individual Determination) – The purpose of the AVID program is to restructure the teaching methods of an entire school and to open access to the curricula that will ensure four/year college eligibility to almost all students.

Benchmark Assessments/A support tool for teachers to help them gauge students strengths and weaknesses against end of the year standards.

Brentwood Middle School (BMS) – The academic entity that is the focus of this school renewal plan
Brentwood Middle School Literacy Plan/ five student goals that cover strategies that relate directly to student achievement based on the student ELA RIT Band Instructional achievement goals

Brentwood Middle School (BMS) BRIDGE Program - enrichment and tutorial program that will help students to grow academically in the areas of Reading and Math.

Charleston County School District (CCSD) - Brentwood Middle School is a middle school located in this school district.

Core Team – This is a group of teachers, counselors and Administrators that work together to target individuals to provide support to prevent academic and/or behavior delinquency.

Curriculum and Instruction Team (C&I)- A division of the Charleston County School District that is responsible for the Coherent Curriculum, pacing guides, the implementation of standards in the displayed in both text and graph format.

Drop, Everything and Read/(DEAR)/ This is a 20 minute allotment of time when everyone in the school is reading; including the teachers, office staff, visitors, and Administrators.

English Language Arts (ELA) – Middle school classes that focus on reading and writing the English language.

Full/time Equivalent (FTE)—One full time teacher

Measures of Academic Progress (MAP) - state-aligned computerized adaptive tests that accurately reflect the instructional level of each student and measure growth over time.

Middle Grades Acceleration Program (MGAP) –designed for over aged 7th graders to help them catch up and move from seventh to ninth grade through accelerated learning.

Middle School Learning Community (MSLC) – A cohort of middle schools in Charleston County School District under the supervision of the Associate Superintendent, Mrs. Patricia Yandle.

MMGW (Making Middle Grades Work) – To set high expectations for all students and to provide the environment, instruction, and support to ensure that all students are learning and achieving as measured by rigorous standards.

Northwest Evaluation Association (NWEA) - is a national non-profit organization dedicated to helping all children learn. NWEA provides research-based assessments, professional training, and

PACT-The Palmetto Achievement Challenge Tests (PACT) is a standard/based accountability measurement of student achievement in four core academic areas / English language arts (ELA), mathematics, science, and social studies.

RIT- RIT stands for *Rasch Unit*, a measurement scale developed to simplify the interpretation of test scores. This scale is used to measure student achievement and student growth. The scale is an scores make it possible to follow a student’s educational growth from year to year.

Single Gender Education/is the practice of conducting education where male and female students attend separate *classes* or in separate buildings or schools.

Smart Board-it is the world's leading interactive whiteboard. Combining the simplicity of a whiteboard with the power of a computer.

Student Growth Summary Report (SGS) – A report derived from MAP data the displays term-to-term growth statistics summarized at the school level. Growth data is broken out by subject and grade,

SuccessMaker- this program by Pearson, deliver standards-based lessons one-on-one to at-risk and gifted children, students with special needs, and English language learners.

Write Traits focuses on Voice, Organization, Word Choice, Ideas, Sentence Fluency, and Convention.